

2005 College-Bound Seniors

State Profile Report

IDAHO



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The SAT® Program

The SAT Reasoning Test™ (formerly known as the SAT I: Reasoning Test) assesses student reasoning based on knowledge and skills developed by the students in their course work. The SAT Subject Tests™ (formerly known as SAT II: Subject Tests) are a series of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Most students also complete the optional SAT Questionnaire (formerly known as the Student Descriptive Questionnaire) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores. *College-Bound Seniors 2005* includes students who tested through March 2005.

Using This Report

College-Bound Seniors presents data for high school graduates in the year 2005 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered highly accurate. Therefore, you can use this report to:

- interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors;
- study changes over time in the characteristics of students taking SAT tests; and
- look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT Reasoning Test and in schoolwork.
- not all students in a high school, school district, or state take the SAT Reasoning Test. Since the population of test-takers is self-selected, using aggregate SAT Reasoning Test scores to compare or evaluate teachers, schools, districts, states, or other educational units is not valid, and the College Board strongly discourages such uses.
- interpreting SAT Reasoning Test scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT Reasoning Test scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation's most selective colleges and scholarship programs. For these states, it is expected that the SAT Reasoning Test mean scores reported for students will be higher than the national average.

Statistical Definitions*

• Mean

The *mean* is the arithmetic average.

• Percentile

The *percentile*, also called the percentile point, is the point on the measurement scale below which a specified percentage of scores falls. The 25th, 50th, and 75th percentile points are often reported for large data sets. The 50th percentile point, like the mean, gives an idea of the performance of the typical student. Comparing the 25th to the 75th percentile point gives an idea of the range of ability in the population.

• Scaled score

A *scaled score* is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses the 200–800 scale.

• Standard deviation (SD)

The *standard deviation* (SD) is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the SD is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

*

For more statistical information, visit the College Board Web site at www.collegeboard.com.

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

**Total Group Mean SAT Reasoning Test™ Scores for College-Bound Seniors,
1972–2005*
(Recentered Scale)**

Year	Verbal			Math		
	Male	Female	Total	Male	Female	Total
1972	531	529	530	527	489	509
1973	523	521	523	525	489	506
1974	524	520	521	524	488	505
1975	515	509	512	518	479	498
1976	511	508	509	520	475	497
1977	509	505	507	520	474	496
1978	511	503	507	517	474	494
1979	509	501	505	516	473	493
1980	506	498	502	515	473	492
1981	508	496	502	516	473	492
1982	509	499	504	516	473	493
1983	508	498	503	516	474	494
1984	511	498	504	518	478	497
1985	514	503	509	522	480	500
1986	515	504	509	523	479	500
1987	512	502	507	523	481	501
1988	512	499	505	521	483	501
1989	510	498	504	523	482	502
1990	505	496	500	521	483	501
1991	503	495	499	520	482	500
1992	504	496	500	521	484	501
1993	504	497	500	524	484	503
1994	501	497	499	523	487	504
1995	505	502	504	525	490	506
1996	507	503	505	527	492	508
1997	507	503	505	530	494	511
1998	509	502	505	531	496	512
1999	509	502	505	531	495	511
2000	507	504	505	533	498	514
2001	509	502	506	533	498	514
2002	507	502	504	534	500	516
2003	512	503	507	537	503	519
2004	512	504	508	537	501	518
2005	513	505	508	538	504	520

*For 1972–1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987–1995 individual student scores were converted to the recentered scale and then the mean was recomputed. From 1996–1999, nearly all students received scores on the recentered scale. Any score on the original scale was converted to the recentered scale prior to computing the mean. From 2000–2005, all scores are reported on the recentered scale.

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TABLE 1

2005 COLLEGE-BOUND SENIORS



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Students Who Registered for the SAT Reasoning Test or an SAT Subject Test

	Male	Female	Total
Total Number of Students	1,810	1,990	3,800
Students with at Least One SAT Questionnaire Response	1,725	1,941	3,666
Percent with at Least One SAT Questionnaire Response	95	98	96

SAT Program Test-Takers

	Male	Female	Total	SAT Reasoning Test Mean Scores	
				Verbal	Math
Students with Either SAT Reasoning Test or SAT Subject Test Scores	1,690	1,862	3,552		
Students with SAT Reasoning Test Scores	1,671	1,835	3,506	544	542
Students with SAT Subject Test Scores	175	172	347		
Students with Both SAT Reasoning Test and SAT Subject Test Scores	156	145	301	653	648

Year in Which Seniors Last Took SAT Reasoning Test

	Male	Female	Total	SAT Reasoning Test Mean Scores	
				Verbal	Math
Senior	1,080	1,164	2,244	540	535
Junior	577	657	1,234	550	553
Sophomore	14	14	28	543	525
Freshman					

Points to Note for This Report:

- This report summarizes information for seniors who took the SAT Reasoning Test and/or the SAT Subject Tests any time during their high school years through March 2005. If a student took a test more than once, the most recent score is used. Students are counted once no matter how often they tested.
- Mean scores are reported when there are 5 or more test-takers.
- Standard deviations are reported when there are 25 or more test-takers.
- Percentiles (75th, 50th, and 25th) are reported when there are 20 or more test-takers.
- "No Response" indicates that students skipped that question when they completed their SAT Questionnaire.
- The most recent responses to the SAT Questionnaire are summarized.

TABLE 2

2005 COLLEGE-BOUND SENIORS

Academic Record

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SAT Reasoning Test			Test-Takers		Percent		Mean Scores	
	Number	Percent	Male	Female	Verbal	Math		
High School Rank								
Top Tenth	893	41	44	56	598	605		
Second Tenth	490	23	38	62	541	549		
Second Fifth	410	19	52	48	530	525		
Third Fifth	304	14	51	49	487	478		
Fourth Fifth	50	2	66	34	469	463		
Fifth Fifth	8	0	38	63	416	448		
No Response	1,351							
High School Grade Point Average								
A+ (97-100)	290	9	43	57	620	626		
A (93-96)	817	25	38	62	586	587		
A- (90-92)	723	22	43	57	557	557		
B (80-89)	1,167	36	50	50	506	502		
C (70-79)	257	8	70	30	474	461		
D, E or F (Below 70)	2	0	50	50				
No Response	250							
Mean Grade Point Average: All Students: 3.48			Male: 3.37		Female: 3.57			
Years of Study in Six Academic Subjects								
20 or More Years	1,177	43	41	59	581	574		
19 or 19.5 Years	364	13	46	54	556	553		
18 or 18.5 Years	343	13	48	52	530	536		
17 or 17.5 Years	275	10	50	50	521	526		
16 or 16.5 Years	199	7	43	57	526	509		
15 or 15.5 Years	157	6	50	50	497	498		
Less Than 15 Years	229	8	55	45	486	498		
No Response	762							

Point to Note:

- "High School Grade Point Averages" and "Years of Study in Academic Subjects" calculations are based upon the number of SAT Reasoning Test takers. In previous years, this number was calculated using the number of all students who registered for either the SAT Reasoning Test or SAT Subject Tests, but who did not necessarily take an SAT Program test.

TABLE 3-1

2005 COLLEGE-BOUND SENIORS

Course-Taking Patterns

IDAHO

SAT Reasoning Test	Test-Takers		Percent		Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
English						
Years of Study						
More Than 4 Years	203	7	45	55	547	550
4 Years	2,445	83	46	54	551	548
3 Years	263	9	41	59	509	516
2 Years	36	1	56	44	518	533
1 Year	5	0	20	80	488	512
One-half Year or Less	7	0	71	29	496	490
No Response	547					
Course Work or Experience						
American Literature	2,445	89	46	54	552	548
Grammar	1,933	70	44	56	555	551
Composition	1,873	68	45	55	563	556
Literature Historical Periods	1,524	55	43	57	568	559
British Literature	839	31	45	55	578	563
Speaking and Listening	1,391	51	46	54	555	551
Literature Other Country	597	22	43	57	571	559
English as a Second Language	70	3	41	59	465	552
Honors Course Taken	1,054	36	38	62	600	590
Mathematics						
Years of Study						
More Than 4 Years	317	11	53	47	564	591
4 Years	1,709	58	47	53	557	559
3 Years	849	29	42	58	524	509
2 Years	83	3	37	63	490	464
1 Year	3	0	100			
One-half Year or Less	3	0	67	33		
No Response	542					
Course Work						
Algebra	2,919	98	46	54	545	543
Geometry	2,848	96	45	55	548	547
Trigonometry	1,145	38	49	51	571	580
Precalculus	1,493	50	47	53	576	589
Other Math Courses	795	27	44	56	538	537
Calculus	857	29	54	46	599	620
Computer Math	135	5	74	26	551	568
Honors Course Taken	886	30	47	53	602	616

TABLE 3-2

2005 COLLEGE-BOUND SENIORS
Course-Taking Patterns (Continued)
IDAHO

SAT Reasoning Test	Test-Takers		Percent		Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Natural Sciences						
Years of Study						
More Than 4 Years	214	7	50	50	566	585
4 Years	1,237	42	50	50	566	568
3 Years	1,117	38	39	61	535	527
2 Years	307	10	49	51	502	497
1 Year	49	2	51	49	489	494
One-half Year or Less	18	1	44	56	457	444
No Response	564					
Course Work						
Biology	2,833	95	45	55	545	543
Chemistry	2,309	78	45	55	558	560
Physics	1,278	43	56	44	574	585
Geology, Earth Science, or Space Sciences	1,924	65	48	52	551	549
Other Sciences	1,038	35	42	58	531	527
Honors Course Taken	756	26	47	53	604	607
Social Sciences and History						
Years of Study						
More Than 4 Years	218	7	48	52	563	562
4 Years	1,323	45	48	52	556	547
3 Years	972	33	43	57	541	544
2 Years	385	13	44	56	528	536
1 Year	44	1	39	61	495	523
One-half Year or Less	12	0	58	42	466	481
No Response	552					
Course Work						
U.S. History	2,925	98	46	54	546	545
World History or Cultures	1,682	57	47	53	549	542
U.S. Government or Civics	2,556	86	46	54	548	546
Economics	2,295	77	45	55	549	549
Geography	857	29	45	55	538	536
Psychology	639	21	35	65	550	537
European History	529	18	47	53	573	567
Other Courses	404	14	45	55	534	538
Sociology	305	10	41	59	532	523
Ancient History	307	10	51	49	563	553
Anthropology	34	1	56	44	517	517
Honors Course Taken	691	23	43	57	609	598

TABLE 3-3

2005 COLLEGE-BOUND SENIORS
Course-Taking Patterns (Continued)
IDAHO

SAT Reasoning Test	Test-Takers		Percent		Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Foreign and Classical Languages						
Years of Study						
More Than 4 Years	90	3	40	60	559	573
4 Years	432	15	39	61	594	584
3 Years	603	21	41	59	572	561
2 Years	1,332	45	45	55	538	540
1 Year	293	10	56	44	487	503
One-half Year or Less	191	6	62	38	496	495
No Response	565					
Course Work						
Chinese	27	1	52	48	519	600
French	637	21	35	65	566	549
German	265	9	52	48	557	555
Greek	32	1	31	69	604	551
Hebrew	5	0	100		628	618
Italian	25	1	40	60	583	534
Japanese	110	4	71	29	559	574
Korean	16	1	44	56	469	619
Latin	257	9	50	50	581	566
Russian	19	1	37	63	519	515
Spanish	1,963	66	45	55	540	541
Other Languages	55	2	36	64	523	546
Honors Course Taken	214	7	36	64	610	599
Arts and Music						
Years of Study						
More Than 4 Years	221	8	33	67	572	564
4 Years	493	17	35	65	569	554
3 Years	345	12	35	65	549	536
2 Years	435	15	44	56	544	538
1 Year	641	22	51	49	539	544
One-half Year or Less	742	26	56	44	533	541
No Response	629					
Course Work or Experience						
Acting or Play Production	602	22	37	63	573	552
Art History or Appreciation	427	15	34	66	548	532
Dance	286	10	12	88	533	522
Drama: Study or Appreciation	431	16	35	65	558	539
Music: Study or Appreciation	480	17	42	58	573	559
Music Performance	1,207	43	39	61	571	562
Photography or Film	650	23	37	63	552	543
Studio Art and Design	612	22	39	61	552	545
None	548	20	60	40	520	536
Honors Course Taken	207	7	31	69	589	580
Computer Course Work or Experience						
Computer Literacy	2,039	71	47	53	548	546
Computer Programming	447	16	68	32	544	557
Word Processing	2,205	77	46	54	548	545
Internet Activity	1,672	59	47	53	549	549
Using Computer Graphics	971	34	52	48	550	550
Creating Spreadsheets/Databases	1,117	39	52	48	547	551
None	292	10	34	66	561	559

TABLE 4-1

2005 COLLEGE-BOUND SENIORS

Background Information

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SAT Reasoning Test Takers Who Described Themselves As:	Number			Percent	
	Males	Females	Total	Male	Female
American Indian or Alaskan Native	16	16	32	50	50
Asian, Asian American, or Pacific Islander	69	69	138	50	50
African American or Black	15	15	30	50	50
Mexican or Mexican American	40	51	91	44	56
Puerto Rican	2	4	6	33	67
Latin American, South American, Central American, or Other Hispanic or Latino	11	17	28	39	61
White	1,263	1,467	2,730	46	54
Other	39	48	87	45	55
No Response	216	148	364	59	41

SAT Reasoning Test Takers Who Described Themselves As:	Number			Percent Responding		
	Males	Females	Total	Male	Female	Total
American Indian or Alaskan Native	16	16	32	1	1	1
Asian, Asian American, or Pacific Islander	69	69	138	5	4	4
African American or Black	15	15	30	1	1	1
Mexican or Mexican American	40	51	91	3	3	3
Puerto Rican	2	4	6	0	0	0
Latin American, South American, Central American, or Other Hispanic or Latino	11	17	28	1	1	1
White	1,263	1,467	2,730	87	87	87
Other	39	48	87	3	3	3
Total	1,455	1,687	3,142	100	100	100

SAT Reasoning Test Takers Who Described Themselves As:	Verbal						Math					
	Mean Scores			Standard Deviations			Mean Scores			Standard Deviations		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
American Indian or Alaskan Native	468	517	492			112	494	476	485			116
Asian, Asian American, or Pacific Islander	522	500	511	122	130	127	588	569	579	105	98	102
African American or Black	492	512	502			100	466	501	483			98
Mexican or Mexican American	503	518	511	107	94	100	489	494	492	102	88	95
Puerto Rican			552						503			
Latin American, South American, Central American, or Other Hispanic or Latino	509	472	487			122	565	488	518			104
White	551	542	547	103	97	100	560	530	544	100	92	97
Other	535	533	534	101	97	99	546	525	535	113	97	105
No Response	559	551	555	112	110	111	553	518	539	112	106	111

TABLE 4-2

2005 COLLEGE-BOUND SENIORS
Background Information (Continued)
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SAT Reasoning Test	Test-Takers		Percent		Verbal		Math	
	Number	Percent	Male	Female	Mean	Std Dev	Mean	Std Dev
All SAT Reasoning Test Takers	3,506	100	48	52	544	103	542	100
First Language Learned								
English	3,029	91	46	54	548	101	543	98
English and Another Language	187	6	52	48	520	97	533	101
Another Language	104	3	45	55	474	129	557	110
No Response	186							
Citizenship								
U.S. Citizen or U.S. National	3,169	97	47	53	547	101	542	99
U.S. Permanent Resident or Refugee	43	1	40	60	508	137	540	115
Citizen of Another Country	42	1	43	57	419	106	599	92
Other, Unknown, or No Response	252							
Disabling Condition								
Yes	188	5	64	36	506	116	499	110
No Response or Unknown	3,318	95	47	53				
SAT Reasoning Test Taken Under								
Standard Conditions	3,485	99	47	53	544	103	542	100
Nonstandard Conditions	21	1	76	24	507		497	
Plans to Apply for Financial Aid								
Yes	2,310	74	44	56	549	104	546	99
No	177	6	57	43	532	101	537	99
Don't Know	650	21	54	46	533	98	535	98
Family Income								
Less Than \$10,000	43	2	30	70	501	114	512	85
\$10,000 - \$20,000	138	5	40	60	521	112	527	98
\$20,000 - \$30,000	206	8	41	59	521	106	516	99
\$30,000 - \$40,000	292	11	42	58	529	105	524	97
\$40,000 - \$50,000	247	10	48	52	527	96	527	99
\$50,000 - \$60,000	305	12	51	49	540	100	541	95
\$60,000 - \$70,000	249	10	51	49	541	104	538	95
\$70,000 - \$80,000	253	10	45	55	547	102	541	97
\$80,000 - \$100,000	343	13	47	53	552	96	552	97
More Than \$100,000	489	19	51	49	564	100	561	101
No Response	941							
Highest Level of Parental Education								
No High School Diploma	39	1	46	54	467	111	482	108
High School Diploma	871	27	43	57	514	101	512	94
Associate Degree	263	8	43	57	517	97	515	90
Bachelor's Degree	1,138	35	47	53	551	98	552	95
Graduate Degree	909	28	50	50	577	98	572	99
Calculator Experience								
Use Almost Every Day	2,047	74	44	56	558	100	560	96
Use Once or Twice Weekly or Less	729	26	50	50	528	104	517	96
Never Use or No Response	730							
Took the PSAT/NMSQT								
Yes, as a Junior	1,287	44	45	55	553	96	554	95
Yes, as a Sophomore or Younger	345	12	42	58	551	100	543	93
Yes, as a Junior and as a Sophomore or Younger	495	17	43	57	603	96	592	96
No	812	28	50	50	501	97	504	93

TABLE 5

2005 COLLEGE-BOUND SENIORS

College Plans

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SAT Reasoning Test	Test-Takers		Percent		Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Intended College Major						
Agriculture or Natural Resources	43	2	51	49	498	496
Architecture or Environmental Design	94	4	46	54	528	548
Arts: Visual and Performing	235	9	33	67	558	530
Biological Sciences	162	6	45	55	570	569
Business and Commerce	245	9	53	47	504	518
Communications	85	3	36	64	568	541
Computer or Information Sciences	107	4	92	8	572	585
Education	157	6	22	78	517	516
Engineering and Engineering Technologies	270	10	85	15	570	601
Foreign or Classical Languages	33	1	27	73	596	567
General or Interdisciplinary Studies	10	0	50	50	556	513
Health and Allied Services	478	18	27	73	522	533
Home Economics	6	0		100	602	550
Language and Literature	71	3	35	65	639	581
Library and Archival Sciences	2	0		100		
Mathematics	29	1	62	38	599	651
Military Sciences	23	1	87	13	549	550
Philosophy, Religion, or Theology	21	1	57	43	529	516
Physical Sciences	57	2	68	32	580	596
Public Affairs and Services	53	2	38	62	507	505
Social Sciences and History	247	9	32	68	579	545
Technical and Vocational	36	1	61	39	511	502
Undecided	144	6	55	45	544	542
Degree-Level Goal						
Certificate Program	29	1	41	59	484	477
Associate Degree	32	1	28	72	489	473
Bachelor's Degree	811	26	49	51	519	517
Master's Degree	881	28	46	54	552	553
Doctoral or Related Degree	696	22	45	55	572	572
Other	12	0	42	58	561	518
Undecided	640	21	47	53	546	541
Plans for Advanced Standing in College Courses						
Art	107	4	31	69	541	525
Biology	402	14	46	54	598	598
Chemistry	289	10	57	43	587	611
Computer Science	108	4	80	20	556	575
English	961	35	39	61	601	585
Foreign Languages	308	11	39	61	591	588
Humanities	139	5	38	62	593	574
Mathematics	898	32	51	49	587	610
Music	101	4	39	61	557	544
Physics	336	12	69	31	616	639
Social Studies	578	21	44	56	608	592
None of These	1,093	39	45	55	504	500

TABLE 6

2005 COLLEGE-BOUND SENIORS
Score Distributions SAT Reasoning Test

IDAHO

Score Ranges	Verbal						Math					
	Number			Percent			Number			Percent		
	Males	Females	Total	M	F	Total	Males	Females	Total	M	F	Total
750-800	57	45	102	3	2	3	36	17	53	2	1	2
700-749	91	62	153	5	3	4	119	57	176	7	3	5
650-699	174	158	332	10	9	9	216	132	348	13	7	10
600-649	232	276	508	14	15	14	265	231	496	16	13	14
550-599	288	337	625	17	18	18	285	347	632	17	19	18
500-549	312	362	674	19	20	19	296	393	689	18	21	20
450-499	246	280	526	15	15	15	206	299	505	12	16	14
400-449	151	168	319	9	9	9	143	227	370	9	12	11
350-399	69	100	169	4	5	5	71	78	149	4	4	4
300-349	32	34	66	2	2	2	20	34	54	1	2	2
250-299	11	12	23	1	1	1	8	20	28	0	1	1
200-249	8	1	9	0	0	0	6		6	0		0
Total	1,671	1,835	3,506				1,671	1,835	3,506			
Mean	548	539	544				557	528	542			
Std Dev	107	100	103				104	94	100			
Percentile												
75th	620	610	610				630	590	610			
50th	550	540	540				560	530	540			
25th	480	470	480				490	460	470			
Total Group												
Total	686,298	789,325	1,475,623				686,298	789,325	1,475,623			
Mean	513	505	508				538	504	520			
Std Dev	114	112	113				116	111	115			
Percentile												
75th	590	580	580				620	580	600			
50th	510	500	510				540	500	520			
25th	440	430	430				460	430	440			

TABLE 7-1

2005 COLLEGE-BOUND SENIORS

Score Distributions SAT Subject Tests

IDAHO

Students who took one or more different SAT Subject Tests

Number of Tests	Number of Students	Percent
1	23	7
2	29	8
3	257	74
4 or More	38	11

Score Ranges	English				History and Social Studies			
	Writing		Literature		U. S. History		World History	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	52	17	12	11	15	15	1	11
700-749	65	22	16	15	24	24		
650-699	50	17	20	18	15	15	2	22
600-649	41	14	13	12	11	11	1	11
550-599	31	10	14	13	9	9	1	11
500-549	32	11	10	9	10	10	1	11
450-499	18	6	14	13	9	9	1	11
400-449	7	2	6	6	4	4	1	11
350-399	2	1	4	4	4	4	1	11
300-349								
250-299								
200-249								
Total	298		109		101		9	
Mean	646		608		627		564	
Std Dev	102		113		119			
Percentile								
75th	730		690		720			
50th	660		630		650			
25th	580		530		520			
Students Who Also Have SAT Reasoning Test Scores								
Total	267		89		84		8	
Verbal								
Mean	659		654		668		675	
Std Dev	90		95		86			
Math								
Mean	649		614		644		595	
Std Dev	85		84		86			

Points to Note:

- Includes scores placed on hold by students and not released.
- For the 301 students who took any SAT Subject Test and the SAT Reasoning Test, the mean SAT Reasoning Test verbal score was 653 (standard deviation=93) and the mean SAT Reasoning Test math score was 648 (standard deviation=87).

TABLE 7-2

2005 COLLEGE-BOUND SENIORS

Score Distributions SAT Subject Tests (Continued)

IDAHO

Score Ranges	Math				Science									
	Math IC		Math IIC		Biology		Biology-E		Biology-M		Chemistry		Physics	
	Number	Pct	Number	Pct	Number	Pct	Number	Pct	Number	Pct	Number	Pct	Number	Pct
750-800	6	4	39	26			2	7	3	12	10	18	11	31
700-749	24	15	21	14			5	19	9	35	7	13	5	14
650-699	27	17	30	20			6	22	8	31	8	15	9	25
600-649	25	16	23	15			8	30	2	8	8	15	6	17
550-599	27	17	22	15			3	11			11	20	4	11
500-549	18	11	13	9			1	4	1	4	6	11		
450-499	16	10	2	1					2	8	5	9	1	3
400-449	10	6	1	1			1	4	1	4				
350-399	4	3					1	4						
300-349	1	1												
250-299														
200-249														
Total	158		151				27		26		55		36	
Mean	593		667				631		666		633		688	
Std Dev	101		93				98		96		97		79	
Percentile														
75th	670		750				670		720		710		760	
50th	600		660				630		690		610		690	
25th	520		590				560		630		560		610	
Students Who Also Have SAT Reasoning Test Scores														
Total	134		134				23		26		49		34	
Verbal														
Mean	643		667				678		650		674		642	
Std Dev	94		92						98		72		96	
Math														
Mean	630		695				672		653		696		693	
Std Dev	81		61						94		75		50	

TABLE 7-3

2005 COLLEGE-BOUND SENIORS

Score Distributions SAT Subject Tests (Continued)

IDAHO

Score Ranges	Foreign and Classical Languages											
	Chinese/Listening		French		French/Listening		German		German/Listening		Modern Hebrew	
	Number	Pct	Number	Pct	Number	Pct	Number	Pct	Number	Pct	Number	Pct
750-800	2	100	2	25	1	33			1	50		
700-749												
650-699			2	25					1	50		
600-649			1	13								
550-599			1	13								
500-549			1	13	1	33						
450-499												
400-449					1	33						
350-399			1	13								
300-349												
250-299												
200-249												
Total	2		8		3				2			
Mean			624									
Std Dev												
Percentile												
75th												
50th												
25th												
Students Who Also Have SAT Reasoning Test Scores												
Total	2		8		3				2			
Verbal												
Mean			706									
Std Dev												
Math												
Mean			674									
Std Dev												

IDAHO

Score Ranges	Foreign and Classical Languages (Continued)											
	Italian		Japanese/Listening		Korean/Listening		Latin		Spanish		Spanish/Listening	
	Number	Pct	Number	Pct	Number	Pct	Number	Pct	Number	Pct	Number	Pct
750-800					2	100			3	15		
700-749									4	20	1	13
650-699									3	15	2	25
600-649												
550-599									1	5	1	13
500-549									1	5	1	13
450-499									2	10	3	38
400-449									3	15		
350-399									3	15		
300-349												
250-299												
200-249												
Total					2				20		8	
Mean									583		574	
Std Dev												
Percentile												
75th									720			
50th									590			
25th									410			
Students Who Also Have SAT Reasoning Test Scores												
Total					2				19		7	
Verbal												
Mean									644		594	
Std Dev												
Math												
Mean									607		587	
Std Dev												

TABLE 7-5

2005 COLLEGE-BOUND SENIORS

ELPT™ (English Language Proficiency Test™)

IDAHO

Score Distribution

Score Ranges	Total NumberPercent		Ranges	Subscores				Ranges	Proficiencies			
				Reading		Listening			Reading		Listening	
				Number	Pct	Number	Pct		Number	Pct	Number	Pct
990-999			46-50					H				
980-989			41-45					A				
970-979			36-40					+			1	100
960-969			31-35					I	1	100		
950-959	1	100	26-30			1	100	L				
940-949			21-25	1	100							
930-939			16-20									
920-929			11-15									
910-919			06-10									
901-909			01-05									
Total	1											
Mean												
Std Dev												
Percentile												
75th												
50th												
25th												
Students Who Also Have SAT Reasoning Test Scores												
Total	1											
Verbal												
Mean												
Std Dev												
Math												
Mean												
Std Dev												

Points to Note:

Whereas most SAT Subject Tests are **achievement** tests in a given curriculum area or academic subject, the ELPT is a **proficiency** test in the area of English as a Second Language. Therefore, the ELPT should not be linked to the SAT Subject Test 200–800 score scale used for subject achievement tests. ELPT is on a separate scale ranging from 901–999.

The ELPT Reading and Listening subscores range from 1 to 50.

Proficiency Ranges: H - Advanced High or Higher

A - Advanced

+ - Intermediate High

I - Intermediate

L - Below Intermediate

For more information on the ranges, please visit the College Board Web site at www.collegeboard.com.

TABLE 8

2005 COLLEGE-BOUND SENIORS

High School Information

IDAHO

SAT Reasoning Test	Test-Takers		Percent		Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Size of Senior Class						
More than 1,000						
750-1,000						
500-749	447	21	48	52	545	555
250-499	572	27	50	50	544	546
100-249	637	30	45	55	543	542
Fewer than 100	484	23	53	47	538	526
Unknown	1,366					
Type of High School						
Public	2,761	86	46	54	544	546
Religiously Affiliated	274	9	52	48	565	551
Independent	164	5	70	30	526	513
Other or Unknown	307					
Location of High School						
Large City	142	5	49	51	551	564
Medium-size City	914	30	48	52	550	551
Small City or Town	715	24	48	52	549	547
Suburban	152	5	42	58	568	562
Rural	1,102	36	47	53	535	534
Unknown	481					

Point to Note:

- Charter, Correspondence, Home and Non-Accredited Schools are included in Type of High School as Other or Unknown unless otherwise specified by state officials.

TABLE 9

2005 COLLEGE-BOUND SENIORS

Colleges, Universities, and Scholarship Programs

IDAHO

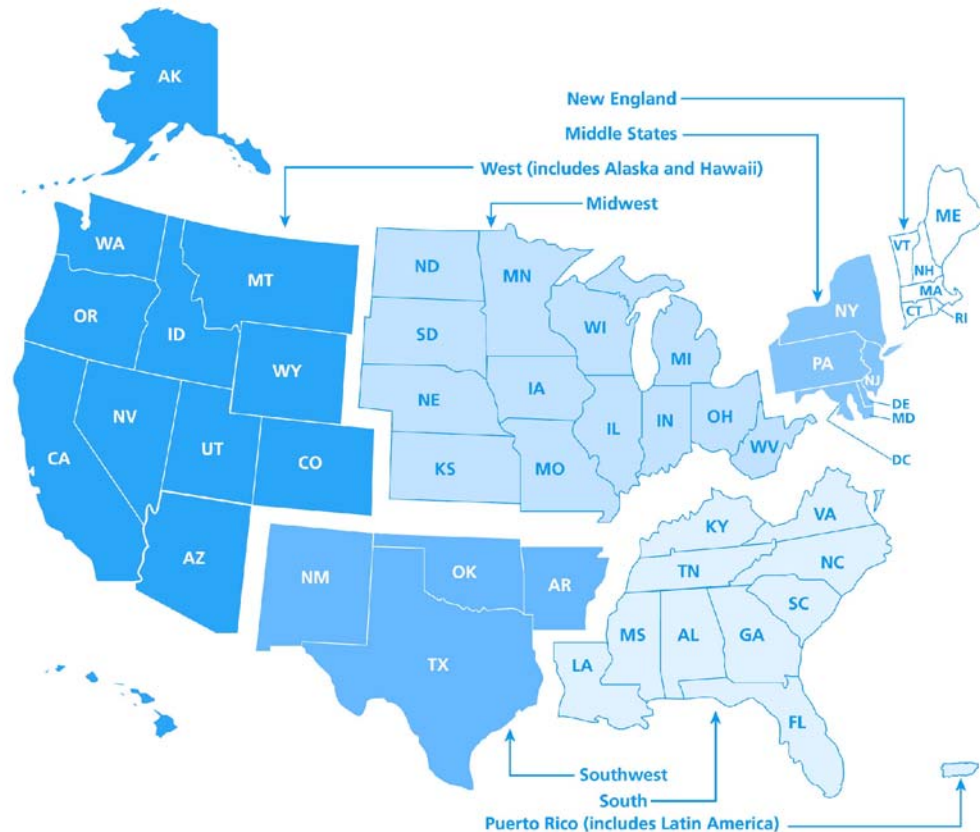
Colleges, Universities, and Scholarship Programs that Received the Most SAT Program Score Reports from Your Students.

Institution	State	Type	Number of Students	Percent of Score Senders
University of Idaho	ID	Public	1,172	40.9
Boise State University	ID	Public	1,045	36.4
Idaho State University	ID	Public	417	14.5
Albertson College of Idaho	ID	Private	353	12.3
Washington State University	WA	Public	348	12.1
University of Washington	WA	Public	342	11.9
North Idaho College	ID	Public	234	8.2
Univ Oregon	OR	Public	229	8.0
Gonzaga University	WA	Private	186	6.5
Oregon State University	OR	Public	155	5.4
Lewis-Clark State College	ID	Public	152	5.3
Montana State University	MT	Public	145	5.1
Stanford University	CA	Private	132	4.6
University of Montana	MT	Public	126	4.4
College of Southern Idaho	ID	Public	120	4.2
National Merit Scholarship Program	IL	Other	118	4.1
Northwest Nazarene University	ID	Private	117	4.1
Brigham Young University Utah	UT	Private	109	3.8
University of Utah	UT	Public	102	3.6
Brigham Young University	ID	Private	99	3.5
Harvard Undergraduate Admissions	MA	Private	95	3.3
University of Puget Sound	WA	Private	93	3.2
Seattle University	WA	Private	92	3.2
University of Colorado Boulder	CO	Public	89	3.1
Seattle Pacific University	WA	Private	85	3.0
Arizona State University Tempe	AZ	Public	84	2.9
Utah State University	UT	Public	83	2.9
Willamette University	OR	Private	82	2.9
Western Washington University	WA	Public	79	2.8
University of Portland	OR	Private	76	2.6
University of Southern California	CA	Private	74	2.6
University of California Berkeley	CA	Public	65	2.3
Eastern Washington University	WA	Public	64	2.2
Yale University	CT	Private	62	2.2
New York University	NY	Private	60	2.1
University of Arizona	AZ	Public	60	2.1
Whitman College	WA	Private	60	2.1
Lewis And Clark College	OR	Private	59	2.1
Colorado State University Ft Collins	CO	Public	57	2.0
Princeton University	NJ	Private	56	2.0
Massachusetts Institute of Technology	MA	Private	55	1.9
Whitworth College	WA	Private	54	1.9
NCAA Initial Elig Clearinghse	IA	Other	52	1.8
Portland State University	OR	Public	52	1.8
University of San Diego	CA	Private	52	1.8

982 – Number of colleges, universities, or scholarship programs, not listed, that received reports from your students.

1,027 – Total number of colleges, universities, or scholarship programs that received reports from your students.

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866 392-3019
610 227-2580 (Fax)

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Rosemont, IL 60018-5158
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866 392-4078
408 367-1459 (Fax)

Puerto Rico and Latin America Office

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San Juan, PR 00918-1017
Mailing address:
P.O. Box 71101
San Juan, PR 00936-8001
787 759-8625
787 759-8629 (Fax - Reception area)
787 764-4306 (Fax - Director's office)

International Education Office

1233 20th Street NW, Suite 600
Washington, DC 20036-2375
202 741-4700
202 741-4745 (Fax)

Washington Office

1233 20th Street NW, Suite 600
Washington, DC 20036-2375
202 741-4700
202 741-4743 (Fax)

Florida Office

Highpoint Center
106 East College Avenue, Suite 1010
Tallahassee, FL 32301-7735
850 521-4900
850 224-3077 (Fax)

New York State Office

122 South Swan Street
Albany, NY 12210-1715
518 472-1515
518 472-1516 (Fax)

Sacramento Office

915 L Street, Suite 1200
Sacramento, CA 95814-3705
916 444-6262
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